OFFICE OF SPECIAL EDUCATION

New Superintendents - 2015

Missouri Department
of Elementary and Secondary Education

Department of Elementary and Secondary Education
Office of Special Education
Dr. Stephen Barr
Assistant Commissioner

Archie Derboven
Superintendent

Missouri School for Severely Disabled (MSSD)

Responsible for the overall management and operation of the MSSD, a system of day schools providing special education services to students who are severely disabled. Responsible under the direction of the Assistant Commissioner, the Commissioner and the State Board of Education for the operation of the MSSD. Directs and coordinates the broad aspects of personnel, finance, school facilities, curriculum and public relations for the MSSD.

Geoffrey Barney
Superintendent

Missouri School for the Blind (MSB)

Responsible for the overall management and operation of the MSB, a residential and day school providing special education services to students who are blind and visually impaired. Responsible under the direction of the Assistant Commissioner and the State Board of Education for the operation of the MSB. Directs and coordinates the broad aspects of personnel, finance, school facilities, curriculum and public relations for the MSB.

Ernest Garrett
Superintendent

Missouri School for the Deaf (MSD)

Responsible for the overall management and operation of the MSD, a residential and day school providing special education services to students who are deaf and hard of hearing. Responsible under the direction of the Assistant Commissioner, the Commissioner and the State Board of Education for the operation of the MSD. Directs and coordinates the broad aspects of personnel, finance, school facilities, curriculum and public relations for the MSD.

Fulvio Franzi
Director
Sheltered Workshops

Pam Williams
Coordinator

Services

Provides supervisory and administrative functions necessary to plan, organize, and coordinate aspects of programs and services for students with disabilities ages 3-21. Responsible for compliance and improvement activities development activities associated with programs assigned to the Office of Special Education. The position directly supervises the sections of Compliance, Effective Practices.

Pam Thomas
Coordinator

First Steps Program

Serves as primary contact for the First Steps Program (birth to 36 months). Assures priorities and timelines are established and implemented and oversees the program and its services statewide. Works closely with the Administration Coordinator and Service Coordinator as well as the directors of each section to implement all aspects of First Steps.

Michele Schall
Area Director
SPOE Region 4, 5

Sarah Camp
Area Director
SPOE Region 7, 8

Tina Lawson
Area Director
SPOE Region 3, 6

Heather Crosby
Area Director
SPOE Region 9, 10

Marcy Morrison
Area Director
SPOE Region 1, 2

Thea Scott
Director
Three-Tiered Model Coordination

Karen Allan
Director
Compliance

Ginger Henry
Director
Effective Practices

Revised July 2014

Major Engagement w/OSE

- Compliance Section—three year cohort model in collaboration with other federal programs
- Effective Practices Section:
  - Collaborative Work—all school reform
  - Schoolwide Positive Behavior Supports—all school
  - Professional Learning Communities—all school
  - Transition, Drop-out, Graduation—all school
  - Early Childhood Special Education (ECSE)
- Child complaint/due process
- New Special Ed. Directors Academy

Due Process 3-Year Summary

Over a three year span 75 districts accounted for 179 due process complaints:

- 58 districts had complaints in only 1 of the 3 years
- 14 districts had complaints in 2 of the 3 years
- 3 districts had complaints in all 3 years

	2012-13	2013-14	2014-15	Totals
# of Complaints	67	64	48	179
No. of districts	36	30	30	75

How to Limit Issues w/Families

- Follow the process and treat everyone with respect
- IEP Facilitation (pilot 2015-16)
- Mediation
- Dispute resolution
- Improve success for all students from the beginning

Data Observations

- IEP students = 13.1% of student population

- 60% of Students w/Disabilities are F/R lunch

- F/R students 1.5 X's more likely to have an IEP

- 13 categories of disability—variance within each category

- Variance between elementary and secondary
  - Sp/Lang 4 times higher in elementary
  - LD and Ed almost double in secondary
  - OHI and DD increase by 1.5 and 1.4 in secondary

More Data Observations

- Some categories of SWD perform similar to non-disabled students and some do not
  - Speech impaired and autism perform similar to All students
  - LD, OHI, and ED on average have significant gaps in performance from All students—except in poor performing districts
- Discipline rates of SWDs is 2 Xs higher than All
  - ED and LD more likely to be long term removed

Category (2011-12 Graduates)	Number of SWD	Competitive Employed	Higher Education	Employ/ Cont Ed	MAP Prof CA 9-12
Intellectual Disability/DD	741	25.9%	11.5%	45.7%	5.6%
Emotional Disturbance	479	21.9%	32.2%	61.0%	36.1%
Learning Disability	3,006	26.6%	39.7%	73.7%	26.9%
Other Health Impaired	1,207	25.9%	32.9%	65.5%	31.1%
Autism	320	15.6%	34.7%	58.8%	56.1%
Language Impaired	317	26.2%	42.9%	77.6%	20.0%
All SWD	6,370	24.8%	34.1%	66.4%	29.4%

Collaborative Data Teams/Collaborative Culture

Effective Teaching and Learning Practices	Common Formative Assessments	Data-Based Decision - making
Collaborative Data Teams support each other to select and use "effective" teaching and learning practices Teaching and learning practices fit directly into the teacher evaluation model	Collaborative Data Teams use common formative assessments to monitor the value of the teaching and learning practices Using formative assessments fits directly into the teacher evaluation model	Collaborative data teams collectively analyze data to determine what practices are most likely to work for re-teaching Using data to guide decisions fits directly into the teacher evaluation model

Signs of Dyslexia

- Difficulty understanding individual sounds in words
- Difficulty remembering words
- Spoken language difficulties, but good comprehension of oral language
- Reversal of letters and numerical sequences
- Flipping letters and numbers and/or writing them backwards past the age of 7 or 8
- Not seeing or acknowledging punctuation in written text
- Difficulty reading different styles of type
- Omission of words while reading
- Difficulty writing
- Confusion about directions in space or time
- Inconsistencies between potential and performance
- Difficulty telling time

Strategies for Dyslexic Students

- Early grades—try direct instruction and phonics
- Provide a quiet space for reading with limited visual and auditory distractions.
- Engage students in verbal conversation to build their vocabulary
- Provide additional time for reading to allow the student to get to the end of the reading assignment (chapter, paragraph, etc.) and participate in discussions—might want to delay discussion until a later time period so others are not waiting impatiently
- Allow keyboarding for writing assignments and let students choose the font that they can most easily read.
- Reduce the level of reading difficulty and increase the level as interest in reading and reading ability increase.
- Use speech-to-text features (iPads) for writing assignments
- Use speech-to-text features for tests

Effectiveness of Common Practices

INFLUENCE	IMPACT		
Ability grouping/tracking/streaming	High	Medium	**Low**
Acceleration (for example, skipping a year)	**High**	Medium	Low
Comprehension programs	**High**	Medium	Low
Concept mapping	**High**	Medium	Low
Cooperative vs individualistic learning	High	**Medium**	Low
Direct instruction	High	**Medium**	Low
Feedback	**High**	Medium	Low
Gender (male compared with female achievement)	High	Medium	**Low**
Home environment	High	**Medium**	Low

Effectiveness of Common Practices

INFLUENCE	IMPACT		
Individualizing instruction	High	Medium	**Low**
Influence of peers	High	**Medium**	Low
Matching teaching with student learning styles	High	Medium	**Low**
Meta-cognitive strategy programs	**High**	Medium	Low
Phonics instruction	High	**Medium**	Low
Professional development on student achievement	High	**Medium**	Low
Providing formative evaluation to teachers	**High**	Medium	Low
Providing worked examples	High	**Medium**	Low
Reciprocal teaching	**High**	Medium	Low
Reducing class size	High	Medium	**Low**

Effectiveness of Common Practices

INFLUENCE	IMPACT		
Retention (holding back a year)	High	Medium	**Low**
Student control over learning	High	Medium	**Low**
Student expectations	**High**	Medium	Low
Teacher credibility in eyes of the students	**High**	Medium	Low
Teacher expectations	High	**Medium**	Low
Teacher subject matter knowledge	High	Medium	**Low**
Teacher-student relationships	**High**	Medium	Low
Using simulations and gaming	High	**Medium**	Low
Vocabulary programs	**High**	Medium	Low
Whole language programs	High	Medium	**Low**
Within-class grouping	High	Medium	**Low**

QUESTIONS?

Discussion:

Districts where SWDs perform at high levels treat SWDs first as part of the general education learner population and secondarily as a person with a disability. What is your role as a district leader to help make that happen?

Contact Us

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